

California English Language Development Test Proficiency Standards

Grades 3-5 Proficiency Levels

	Listening and Speaking Standards	Reading Standards	Writing Standards
Advanced Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.	Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context, as well as compare and contrast sounds in two-syllable word pairs. They can give the opposites of difficult vocabulary words and follow complex instructions. They are able to tell a story using fluent sentences and details.	Students who perform at this level typically are able to interpret more complex figures of speech, as well as decode words with more difficult beginning or medial sounds. They can identify root words, synonyms, and the number of syllables in a word. They can read a more complex story and sequence events, draw inferences, and make predictions and generalizations.	Students who perform at this level typically are able to write a relevant sentence in response to a picture prompt. The sentence has no mechanical or syntactical errors. They can use sequenced pictures and a sentence starter to write a well-organized story that contains relevant details and accurate transitions. The story may contain a few minor errors in grammar and mechanics.
Early Advanced Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context, as well as compare and contrast sounds in simple word pairs. They are able to use a variety of verb forms in response to picture prompts. They can follow multi-step instructions. They are able to tell a story in a coherent sequence using details.	Students who perform at this level typically are able to match complex vocabulary words to pictures, as well as recognize synonyms/antonyms. They can use context clues and inferences to select the correct word to complete a short passage or story. They are able to distinguish between fact and opinion, draw more subtle inferences from a text, and interpret some common figures of speech.	Students who perform at this level typically are able to use their knowledge of grammar and mechanics to identify the appropriate word that completes a complex sentence. They can use sequenced pictures and a sentence starter to write a story that clearly communicates a series of events or ideas. The story has details that are connected by repetitive transitional words.
Intermediate Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context, as well as compare and contrast sounds in simple words. They can use a variety of verb forms in response to picture prompts and give the opposites of common words. Students can follow one- or two-step instructions. They tell a story using at least one complete sentence.	Students who perform at this level typically begin to identify the number of syllables in some words of simple structure. They can use context clues to select the correct word to complete a short story. They are able to match more difficult vocabulary words to pictures. They can identify events from a short passage or story, answer factual comprehension questions, and draw conclusions.	Students who perform at this level typically are able to use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence. They can look at a picture and write a relevant sentence, although it may contain minor errors. They can write a story based on sequenced pictures and a sentence starter. The story may have a disorganized sequence of events or ideas.
Early Intermediate Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.	Students who perform at this level typically hear and repeat a few beginning, medial, and ending speech sounds in context, as well as identify words that sound the same. They can use common vocabulary in response to a picture prompt and follow most simple commands. They tell a story using incomplete sentences and fragments.	Students who perform at this level typically are able to match vocabulary words to pictures and recognize sound/symbol relationships. They are able to use context clues to choose the word that completes a sentence. They can read simple stories, answer factual comprehension questions, and make inferences from the text.	Students who perform at this level typically are able to complete a simple sentence using the appropriate word. They can respond to a picture by writing words, phrases, or simple sentences that contain at least one English word spelled correctly. They can use sequenced pictures and a sentence starter to write words or phrases related to the topic. The response may contain numerous errors.
Beginning Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to hear and repeat some speech sounds, as well as use common vocabulary in response to a picture prompt. Students begin to follow a few simple commands. They tell a story using isolated words or no English words.	Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to match commonly used nouns to pictures. They may recognize some sound/symbol relationships, as well as some basic groups of related words. They may begin to read simple stories and recall minimal details.	Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to choose the appropriate word to complete a sentence. They may attempt to write about a topic, but the response is minimal, containing some isolated English words.